



FACULTAD DE  
CIENCIAS DE  
LA EDUCACIÓN  
Universidad de Málaga



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UNIVERSIDAD  
DE MÁLAGA

**HEROES** *Heritage cultural, Roots and innovative peer Education Strategies*  
MULTIPLIER EVENT IN FLORENCE

# ***Peer-to-peer activity***

## ***The Virgin of Victory of Malaga***

### **University of Malaga**

This activity is proposed to promote the knowledge of an example of the artistic heritage of Malaga of the fifteenth century, the Virgen de la Victoria, relating it to another of contemporary art that inhabits the city, as a member of the Jorge Rando Museum. Getting students to discover the connections between both heritage contexts and their forms of representation is the central idea that determines the proposal.

*Questa attività si propone di promuovere la conoscenza di un esempio del patrimonio artistico di Málaga del XV secolo, la Vergine della Vittoria, rapportandola con un altro esempio dell'arte contemporanea che abita la città, come è la scultura creata dal artista Jorge Rando. L'idea centrale che determina la proposta è fare scoprire agli studenti le connessioni tra i due contesti patrimoniali e le loro forme di rappresentazione.*

# *Design, implementation and evaluation of the peer education activity around the Virgin of Victory*



**ACTIVITY BASED ON THE 'HEROES' MODEL. AIMED AT STUDENTS FROM MÁLAGA AND FLORENCE**

# 1. *DESIGN of the peer education activity around the Virgin of Victory*

## **TITLE OF THE ACTIVITY**

*The Virgin of Victory of Malaga*

## **FOCUSED HERITAGE**

The activity that is presented is part of two works:

- The sculpture, of unknown author of the fifteenth century, made of carved and polychrome wood.
- The sculpture made by the artist Jorge Rando: a figure of bronze and rusty steel, which represents the Virgin of Victory, and which welcomes in its six chapels the Patron Saint of Malaga.

## **TARGET GROUP**

The proposal is proposed as an activity to approach the Malaga heritage of the fifteenth century and contemporary art.



## *Educational Goals*

- Expand the references of the students in relation to the artistic heritage of their city.
- Identify contemporary arts as an integral part of the current cultural heritage.
- Reinforce the individual and group identity through the knowledge of the artistic heritage of Málaga.
- Recognize the museum and the city as spaces for experimentation, interaction and learning.
- Promote the autonomy of students and decision-making in relation to their training process.
- Develop the expressive capacity of group members to approach peer-to-peer communication.
- Promote the creative development of the participants, based on experimentation and artistic production in different media.

## *The Virgin of Victory of Malaga*

<i>SCHOOL</i>	<i>SUBJECT</i>	<i>EDUCATIONAL LEVEL</i>	<i>AGE</i>	<i>HERITAGE SITE</i>
<i>High School St. Rosa de Lima (Victory Foundation)</i>	<i>Plastic and Visual Arts</i>	<i>1º &amp; 2º Obligatory Secondary Education</i>	<i>12-13 years old</i>	<i>Museum Jorge Rando</i>
<i>High School San José (Loyola Foundation)</i>	<i>Plastic and Visual Arts Technology</i>	<i>2º &amp; 4º Obligatory Secondary Education</i>	<i>14-15 years old</i>	<i>Museum Jorge Rando</i>
<i>Card. Herrera Oria (Victory Foundation)</i>	<i>Plastic and Visual Arts</i>	<i>Bachelor</i>	<i>18 years old</i>	<i>Catedral Sta. Mª de la Victoria</i>

## EXPECTED RESULTS

With this activity it is expected that high school **students will be involved autonomously in their own learning process**, focused on an example of the artistic heritage of Malaga. For this, the educators (cultural and the center) will adopt the role of 'facilitators' of the experience, and the **students will assume a protagonist, active and participatory positioning**, which will allow them to manage the contents on which they will work and decide what type of meeting between peers they want to propose to access the works integrated in this task.

Although, given the emerging nature of the learning process, its results cannot be specified in advance, it is expected that students will build a meaningful knowledge about the heritage under study and that the recognition of a shared cultural identity will strengthen the relationships between group members.

## DESCRIPTION OF THE ACTIVITY

The proposed activity has three phases:

1. ***Phase of research*** and study of Málaga heritage linked to the proposed heritage objects: the 'Virgen de la Victoria' and the sculpture of the same name by the author Jorge Rando.
2. ***Experimental phase***
  - a. Interaction with the works: Visit to the Sanctuary of Victory, the Cathedral of Malaga and the Jorge Rando Museum in which the members of the group involved assume the role of mediators with their peers.
  - b. Creative production: design and elaboration of artistic products of the students related to the heritage objects studied.
3. ***Informative phase***: communication of the process and the results by the group.



## KEY COMPETENCES TO BE DEVELOPED

- **Digital competence**, which is addressed through the use of photography and video, as necessary tools to document the experimental phase and the informative phase.
- **Personal, social and learning to learn competence**, motivated by the necessary involvement -individual and group- required by the different phases of the activity.
- **Entrepreneurial competence**, promoted from the decision making that is demanded of the students to design and develop the activity.
- **Citizen competence**, which derives from the knowledge of the specific rules of participation proposed by the cultural environments under study and from the respectful awareness for the heritage generated by the activities.
- **Competence in awareness and cultural expressions**, which is addressed implicitly and transversally in each of the proposed phases.
- Multilingual competence (in Spanish and English) essential to address the communication demanded by the different phases of the process, always led by the students

## ***2. DEVELOPMENT: research, study, planning and experimentation***

**1. Phase of research and study of the Malaga heritage linked to the proposed spaces and heritage objects and planning of the activity**





*Cathedral  
Sanctuary Santa María de la Victoria*

*26 October*





## 2. Experimental phase

### 2.1. Interaction with the works

Visit to the Santuario de la Victoria, the Cathedral of Malaga and the Jorge Rando Museum, in which the members of each group assume the role of mediators with their peers.





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27 October  
Museo Jorge Rando  
Students from St. Rosa of Lima School and St. Joseph's School













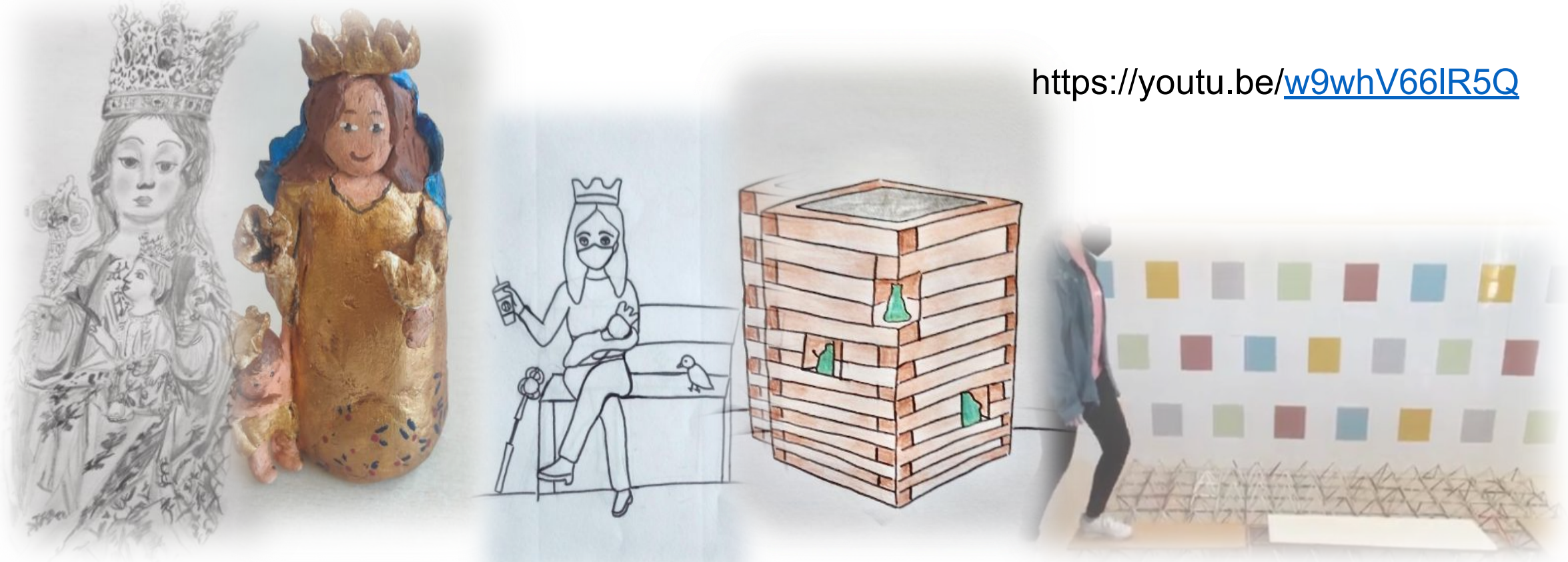






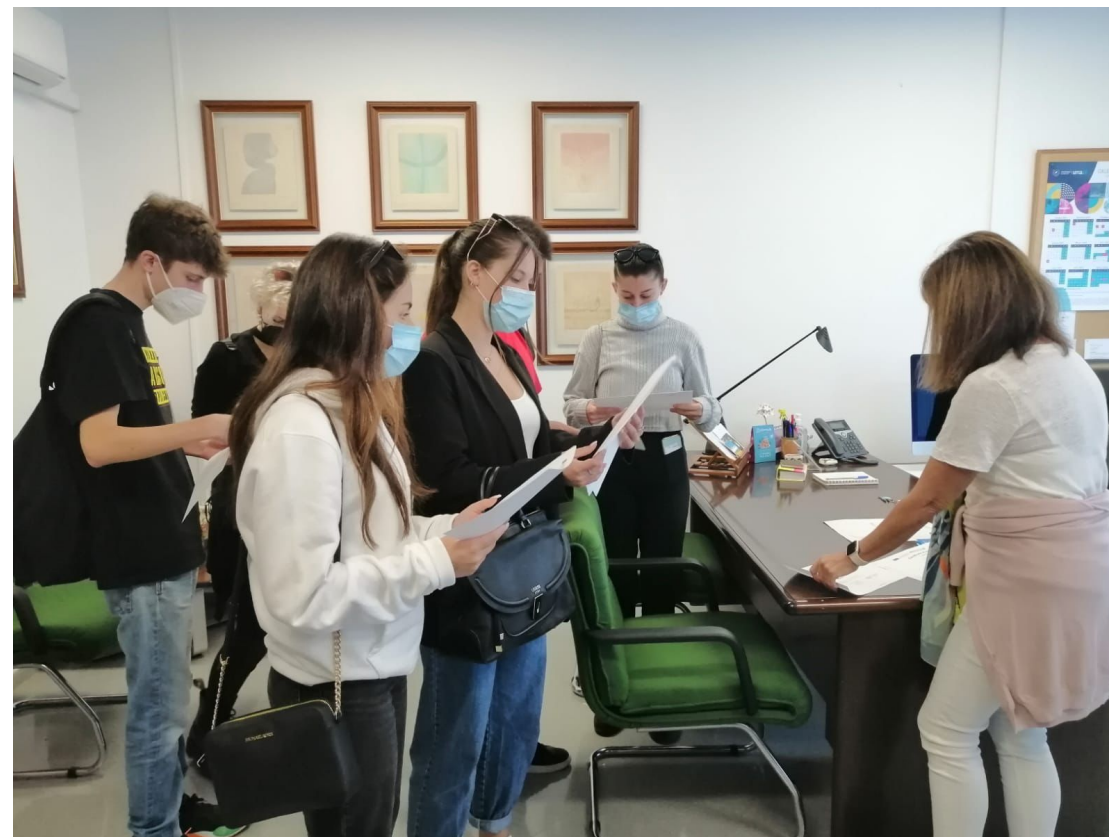
## 2.2. Creative production: design and elaboration of artistic products of the students related to the heritage objects studied

<https://youtu.be/w9whV66IR5Q>



### 3. *Informative phase*: communication of the process and the results by the group





## RESULTS

- As for the impact of the collaborative museum-school project on cultural heritage, it has been a challenge both for the students and for the teachers and the museum educator in Malaga.
- Although the spanish students have not been able to experience peer learning due to mobility limitations, the project carried out has been a source of personal satisfaction since all the information obtained has been the result of group research, something that has allowed them to understand the scope of what was being asked of them.
- The museum educator is not used to students coming to the classroom-museum prepared. This preparation has allowed her to delve deeper into the meaning of Jorge Rando's work.



## RESULTS

- The teachers, despite the fact that they work with project-based learning methodology in their teaching, consider this experience to be highly satisfactory, given that they have found in the students' attitude a motivation to broaden their research on peer-to-peer learning.
- The fact of working on the interpretation of Jorge Rando's work on the Virgin of Victory, first with sketches and then with 3D sculpture, with one of the teachers, makes it possible to understand those contents that are not usually worked on in the Visual and Plastic Education classroom.
- The work proposed by another teacher and agreed with the students, which aims to interpret Rando's work in relation to the meaning of the cube as an integrating element, opens the spectrum towards the understanding not only of the subject of Plastic Arts or cultural heritage, but also works in a transversal way on interculturality, establishing contents and objectives of the culture of peace.





PARENTAL  
ADVISORY  
EXPLICIT CONTENT

# Dissemination of results





*Thank you very much*